Shifting practice?
Exploring how teaching practice develops in new classroom spaces

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Another good way ‘of gaining insights into likely mechanisms.. is talking with students (and teachers and other stakeholders) to gain their sense of what they are doing and why, how they experience different spaces, what they believe to work best for them, in each of the diverse activities making up their studies.’ Ellis & Goodyear (2016)
Study 1 (2015) Changes in practice
32 teachers, weekly email and focus groups

1. Managing what happens in class

2. Pedagogical intentions - shift to focus on student learning
   - reducing content in class time
   - adapting classroom activities to be more learner-focused
   - managing group work
   - changing/reflecting on existing practices
   - talking with their students about shifts in practice

3. Changing role to be more facilitative

Haines & Maurice-Takerei (2019), Journal of Learning Spaces
Study 1 (2015)

Aspects related to pedagogical focus identified by teachers working in new spaces

Recognizing problems with content delivery in new space

Focusing more on students and active learning

Reducing content in f2f class time; more responsive to learners

Structuring and supporting group activity
Study 2 (2018-2019) Teacher practice, affordance
13 teachers, interviews

‘More bang for your buck: Identifying a draft set of recommendations for collaborative learning environment design’ SoTEL conference, AUT, Feb 2019

This presentation
• Do teachers in study 2 identify the same shifts in practice?
• Case-study of two highly experienced teachers - who saw different affordances for learning and teaching
Aspects related to pedagogical focus identified by teachers working in new spaces

- Recognizing problems with content delivery in new space
- Focusing more on students and active learning
- Reducing content in f2f class time; more responsive to learners
- Structuring and supporting group activity
A. Recognising problems with content delivery in space

Shifting out of lecture mode, changing their input mode
5 Ts mentioned explicitly - all were positive!

Ron: There is less delivery of information taking place.

Andrew: Because you don’t have to be every time telling them 101 slides and speaking, but you need to make them understand the things, through workshop activities, so that is...a 180 degree different approach... really a transition for me as well.

Henry: All the lectures you come out thinking ‘Phew, thank God that’s over.’ But some of these classes you come out of it thinking ‘I taught somebody something’, so that’s good.
B. Reducing content in f2f class time

Being more responsive to learners

Henry: The CoWs are not that successful unfortunately. They don’t really... when you put them on the Cow, there’s one person on the keyboard, someone telling them what to do, and everyone else is disengaged... whereas with the whiteboard, I guess they feel freer to talk about it. Some reason, just working round a computer, doesn’t seem to be as encompassing... as inclusive, I’ve just noticed.

Jim: They were reluctant to log-on. I wonder whether it would have been better if I logged in to all of them whether they would have been more proactive in using them.

Andrew: They don’t ask much of the the students, they are too shy of speaking... They never ask me, any any questions. Only a few of the students they are really coming up and asking questions. Otherwise... I don’t know why they are shy.
C. Focusing more on students and active learning

Using more technology because it’s better for students

- Use of screens (3 Ts) eg. Kahoot, Ppt, demoing problems, working on images
- Blended delivery (2 Ts)

Improving on what I’m already doing (5 Ts)
Steph: I’d say it’s been building on what I was doing and that, teaching is always changing, isn’t it? Try new things and some works and some doesn’t, so yeah, by having this room, I guess I’ve done some different things.

Encourage more student autonomy (4 Ts)
Henry: It means you can hand over the learning to them. You can get them doing stuff. You can get them having conversations and that sort of stuff, which you can’t do in the lecturing obviously.

More energy to focus on teaching (2 Ts)
D. Structuring and supporting group activity

Becoming more facilitative (3 Ts)
Jarrod: With these groups working together, you become more of a conductor. So you go from one to the other to ensure that things are proceeding...so I become much more of a monitor, I suppose, in ensuring that the material that HAS to be covered IS covered.

Changing tasks (3 Ts)
• move to be more authentic and work-related
• chance to be more innovative

Concern around group dynamics (2 Ts)
Clare: Because you’ve got to know how to balance the task at hand and the maintenance of the group, and maintenance is about relationships as well as the thing that you’ve got to get done, and I’m constantly balancing that.
Figure 5. Comprehensive collaboration-readiness model
Source: Adapted from Lamb and Shraiky (2013, p. 21).
The mechanisms that link learning spaces (the context) and pedagogy (behaviour) remain relatively unexplored. McDavid, Parker, Burgess, Robershaw & Doan (2018)

- Teaching practice does shift in new spaces
- Teachers identify different affordances
- Pedagogical intentions/priorities drive practice
Definition of affordance
• perceived
• opportunity for action

Affordances for learning and teaching
• relate to pedagogical understandings and intentions
• are enacted
Teaching practice does shift in new spaces
Teachers identify different affordances
Pedagogical intentions/priorities drive practice

Affordances identified - general
- Ease of movement (Walker, Brooks & Baepler, 2011; Zimmerman et al, 2018)
- More interaction and collaborative discussion (Bing & May, 2018; Carr & Fraser, 2014; Walker & Baepler, 2017, Zimmerman et al, 2018)
- Active learning (Brooks et al, 2014; Fraser, 2014; Rands & Gansemer-Topf, 2017)
What do teachers identify as affordances of new spaces from a pedagogical perspective and how are these implemented over time?

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Radcliffe, 2009 A pedagogy-space-technology (PST) framework for designing and evaluating learning places.
Affordance
• perceived
• opportunity for action

Affordances
• relate to pedagogical understandings and intentions
• are enacted

Pedagogy

Space

Technology
Learners
Encourages
• more discussion
• more peer support
• more engagement
• harder to hide

Teachers
• Can move more easily around groups
• Get students working on collaborative tasks
• Give feedback
• Have more choices in how I teach
• Encourages exploration of teaching practice

Pedagogy

Space

Technology
Kate

T: recording tasks in classroom
T: didn’t use functionality of CoWs

Breakout spaces
T: signal transition
L: more informal - good for learning, better discussion
T and L: ability to move

T: extends her practice
T: allows for differentiation
T: extend her practice
T/L: flipped classroom catch ups

Pedagogy
L: Becoming more independent
T: set up collaboration
L: more discussion
L: safer discussion
L: forced to be active

Space
T: likes being in newer space
L: feel valued, learning is valued
T and L: ability to move

Technology
L: gathering round whiteboards to write
T: flexible furniture - arrange for specific purpose

Flexibility
**Pedagogy**

**Assessment**
- L: Work on assessment tasks and get feedback
- T: scaffolding L into more autonomy
- T: give individual/group feedback
- T: address issues with L engagement with tasks
- L: able to support each other in group

**Group work**
- L: work collaborative in groups on real world tasks
- T: interact with groups
- T: pick up gaps from group work and feedback appropriately

**Technology**
- T: introduce more group work
- T: Can see learner outputs and what they struggle with
- L: Work on drawings on large screen
- L: Feed different variables into software
- T: use mic only when it rains
- L: reluctant to use mic at all

**Space**
- L: Write on whiteboard - more active
- T: move round space easily to interact with groups
- L: work collaborative in groups on real world tasks
- T: pick up gaps from group work and feedback appropriately
Goodyear et al (2018): ‘Part of the function of learning spaces is to help people learn how to configure their own learning spaces.’

Kate: I know that I’m pleased to have that room because it really gives me options!

- Teaching practice does shift in new spaces
- Teachers identify different affordances
- Pedagogical intentions/beliefs drive practice
Bibliography


Aspects related to pedagogical focus identified by teachers working in new spaces
Study 2 (2018)

A lot of it is the same content as when I first taught the TBL stuff, but I certainly notice that the amount of input I need to give the majority of students has changed. And kind of giving them a little more freedom to figure things out on their own. I think the first time I did it, it was ‘I need to make sure they’re learning this’. It certainly made me realise that group work can be a really effective teaching tool.

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Interviewer: How would you describe the move to the new learning space?

L: *laughs*. Best thing ever. It made a huge difference, to how well the students can do their group work and how well I can facilitate that. TBL in the trad lecture theatre was better than the lectures we were doing. But... not by much! Having the ability to be in that collaborative space made a huge difference.